DOCUMENT RESUME

ED 095 331 CE 001 885

AUTHOR Valenti, Ruth
TITLE Shorthand Speedbuilding, Business Education: 7707.11.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 29p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Business Skills; Course Content; Course Descriptions; *Curriculum Guides; Grammar; *Office Occupations Education; Resource Materials; Secondary Grades; Skill Development; *Stenography
IDENTIFIERS *Quinmester Program

ABSTRACT

The course is directed to manual or machine shorthand students to aid in the further development of the ability to construct outlines under stress of dictation at 80 to 100 words a minute; to increase the student's ability in spelling, punctuation, and using proper grammar. Course content includes: (1) speedbuilding techniques, (2) drills, (3) typing practice, (4) transcription development, and (5) transcription drills. Procedures, strategies, and learning activities are suggested and evaluative instruments described. Resources for students and teachers are presented in detail. An appendix includes suggested test items. (MW)

ED 095331

CE

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SHORTHAND SPEEDBUILDING

Business Education - 7707.11 (New: 7750.11)

CE001885

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095331

SHORTHAND SPEEDBUILDING

7707.11 (New: 7750.11)

Business Education

Written by Ruth Valenti
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

TABLE OF CONTENTS

I. COURSE TITLE 1

II. COURSE NUMBER 1

III. COURSE DESCRIPTION 1
Synopsis 1
Textbook 1
Occupational Relationships 1

IV. COURSE ENROLLMENT GUIDELINES 1
Prior Experiences Needed 1
Pretest 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES 1

VI. COURSE CONTENT 2
Equipment and Supplies 2
Speedbuilding Techniques 2
Drills (Review) 2
Typing Practice (Review) 2
Transcription Development (Review) 2
Transcription Drills 3

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES . 3
Suggested Teaching Methods 3
Methods of Building Speed Through Dictation 3
Warmup Dictation 4
Homework 4
Suggested Typing-Related Activities 4
Suggested Spelling-Related Activities 4
Suggested Language Arts-Related Activities 4
Suggested Transcription Activities 5
Suggested Special Activities 5

VIII. EVALUATIVE INSTRUMENTS 5
Pretest 5
Interim Tests 6
Final Evaluation 7

IX. RESOURCES FOR STUDENTS 7

X. RESOURCES FOR TEACHERS 10

APPENDIX 14
Suggested Test Items 15

I. COURSE TITLE—SHORTHAND SPEEDBUILDING

II. COURSE NUMBER—7707.11 (New: 7750.11)

III. COURSE DESCRIPTION

A. Synopsis

For manual or machine shorthand students to develop further the ability to construct outlines under stress of dictation at 80-100 words a minute; to increase the student's ability in spelling, punctuation, and using proper grammar.

B. Textbook

The textbook should be the one usually used in the first half of the first semester of second-year shorthand.

C. Occupational Relationships

Secretary	Technical secretary
Stenographer	Conference recorder
Clerk, general office	Public stenographer
Executive secretary	Legal secretary
Law clerk	Medical secretary

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

The student should have attained the objectives of Shorthand Basic Transcription prior to enrollment in this course.

B. Pretest

The pretest can be used as a diagnostic device to determine individual deficiencies in shorthand writing, typing, and in the ability to punctuate, spell, capitalize, and structure sentences and paragraphs. Students will receive individually prescribed assignments to increase their skills. If the pretest includes all of the objectives of this course, and a student can show he has attained them, he should be permitted to enroll in Shorthand Transcription.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to—

1. take dictation from unpreviewed material (1.4 syllabic intensity) at a minimum speed of 60 words a minute for 3 minutes and transcribe on a typewriter with 95 percent accuracy;

2. take dictation from previewed material (1.4 syllabic intensity) at a minimum speed of 70 words a minute for 3 minutes and transcribe on a typewriter with 95 percent accuracy;

3. transcribe one manuscript from a shorthand plate (1.4 syllabic intensity), correcting all errors, at the minimum rate of 20 words a minute;

BEST COPY AVAILABLE

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. supply correct punctuation in transcribing material of approximately 300 words with 80 percent accuracy; and

5. transcribe a business letter using one of the basic letter styles and one of the basic types of punctuation, estimating transcription space required in the first draft.

VI. COURSE CONTENT

A. Equipment and Supplies—Same as Shorthand Theory (Introductory) and/or Introduction to Machine Shorthand Theory

B. Speedbuilding Techniques
   1. Teacher-dictation in class
   2. Individualized dictation from tapes—some correlated with lessons; the majority for extra practice
   3. Extra dictation from records—may be used at home for additional practice
   4. Extra practice from outside sources—television, radio, etc.
   5. Office-style dictation

C. Drills (Review)
   1. End-of-sentence punctuation
   2. Commas
   3. Semicolons and colons
   4. Dashes, quotation marks, and hyphens
   5. Numbers and similar words
   6. Spelling and correct syllabication
   7. Word division

D. Typing Practice (Review)
   1. Letter styles and placement
   2. Speed development on straight copy and shorthand notes
   3. Correct placement of addresses, closing lines
   4. Development of skill in correct paragraphing
   5. Carbon paper drills
   6. Correct typing of envelopes and placement of special notations on envelopes
   7. Careful proofreading and correction of errors
   8. Realignment
   9. Crowding vertically and horizontally
   10. Spreading vertically and horizontally

E. Transcription Development (Review)
   1. Transcribe in logical thought units
   2. Use of resources for verification and spelling
   3. Correct placement of notebook and supplies
   4. Correct procedure in handling shorthand notebook and finished transcripts
   5. Procedures to be followed in handling special instructions, dictation changes, and missing words

BEST COPY AVAILABLE

VI. COURSE CONTENT, Continued

F. Transcription Drills
1. Type from shorthand plates for three to five minutes, keeping the carriage moving
2. Type from direct dictation for three to five minutes; retype the same material from redictation
3. Type from the student's shorthand notes for two to five minutes, striving for 100 percent accuracy (dictation given should have been within the reach of the student)
4. Type short business letters from students' shorthand notes of new-matter dictation of average difficulty
5. Type medium business letters from students' shorthand notes of new-matter dictation of average difficulty
6. Compare typing rates on five-minute timed writings from straight copy material with the typing rate on a five-minute timed writing from material in shorthand—both of average difficulty
7. Use speed drills in typing from shorthand (similar to "call-the-throw" drills used in typing)

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Suggested Teaching Methods

Speedbuilding in shorthand results from persistent drill at speeds slightly faster than the student can write, with frequent decreases in speed to give the student opportunities for success. Few, if any, students take dictation at the same rate with ease. To establish the best possible program for all students, therefore, the teacher needs to plan carefully his instructional strategies.

In speedbuilding, emphasis should be placed on dictation of practiced and new material with previews. Use of county-prepared, commercially-prepared, or teacher-prepared audio materials of this nature should comprise the major portion of the classroom instruction. Three or more rates of speed on different lessons should be used simultaneously. The teacher may counsel individual students while other students are using recorded materials. The remainder of class time may be spent in building transcription skills, taking performance tests, and/or drilling on punctuation, spelling, and sentence structure.

B. Methods of Building Speed Through Dictation

Descriptions of the following methods may be found in Business Education World and Methods of Teaching Shorthand. See the "Resources for Teachers" for specific information on these references.

1. One-minute speed builder
2. 3 x 4 speed building plan
3. Inverted-pyramid speed building plan (or stair-step plan)

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

4. Progressive plan
5. Spurt dictation

C. Warmup Dictation

Students are to begin taking dictation from tapes as soon as the bell sounds. The teacher can use this time to check homework and take attendance.

D. Homework

The writing of practice material is extremely important. Repetition of plate materials should be supplemented by writing the sounds of spoken words heard on the radio, on television, or during class lectures. Homework may receive checks for completed pages, but it is recommended that it not be graded.

E. Suggested Typing-Related Activities

1. One-minute drills from straight copy to build speed and accuracy
2. Five- and ten-minute timed writings to measure speed and accuracy and to build sustained productivity
3. "Throw-the-carriage" drills typed from either straight copy or shorthand copy to build speed
4. Letters typed from shorthand plates and/or from students' notes timed to determine transcription rates
5. Proofreading exercises
6. Direct dictation to students at the typewriter

F. Suggested Spelling-Related Activities

1. The teacher writes the spelling word in shorthand on the board (Gregg, Stenograph, and perhaps Stenoscript). Students type the word in English five times on their papers. The students should be encouraged to refer to a dictionary or word book if they have any doubt about the correct spelling of the word in question.
2. The teacher writes five words frequently misspelled on the board. Students type the word correctly five times and then use it in one sentence correctly.

G. Suggested Language Arts-Related Activities

1. Dictation "loaded" with one or two rules of punctuation that students must insert correctly, giving the correct reason for the punctuation
2. Exercises to help students read for meaning
3. Exercises to develop students' ability to improve and correct sentence structure
4. Constant review of previous punctuation rules whenever new rules are presented

BEST COPY AVAILABLE

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

5. Exercises to develop students' ability to divide words correctly

H. Suggested Transcription Activities

1. Transcription error charts to help students detect their specific areas of difficulty
2. Reference to dictionaries and word books for correct syllabication and spelling
3. Frequent reviews and use of multiple carbon packs
4. Drills for 100 percent accuracy on practiced materials
5. Erasing drills on original and carbon copies—demonstrate to students different methods for different situations
6. Frequent reviews of various letter styles
7. Frequent reviews of special notations and typing of envelopes
8. Frequent reviews of correct folding of letters for different size envelopes

I. Suggested Special Activities

1. Posting achievement—Progress charts could be posted on bulletin boards to indicate students' achievements in shorthand and/or typing
2. Spelling bee—Students are given a list of spelling words frequently used in business correspondence. After study at home, divide the class into two sides. Call out the word; a student is then requested to spell it aloud. If the word is correctly spelled, the student remains standing. If the word is incorrectly spelled, the student must sit down. The best speller in the class may act as judge. "Winners" are those left standing at the end of the allotted time. (The teacher may give bonus points to these students.) The judge for the next "bee" can be picked from the winners, and his name announced at this time.
3. Shorthand bee—The same rules are used as in a spelling bee except the student must write on the board the correct outline of a word, phrase, or brief form called out by the teacher.
4. Discussion—Students and the teacher may bring in letters received from businesses. An opaque projector may be used, or letters may be duplicated. Students may examine these letters and determine points that may be wrong.
5. Realistic dictation—The teacher could dictate a letter that she wishes to mail. Students could take it in shorthand and type the letter, allowing the teacher to "pick" the letter she prefers.

VIII. EVALUATIVE INSTRUMENTS

A. Pretest

It is suggested that the teacher prepare a pretest in order to diagnose problems and to determine individual placement within

BEST COPY AVAILABLE

VIII. EVALUATIVE INSTRUMENTS, Continued

this course. Therefore, this test should measure all of the objectives of this course as well as typing, spelling, capitalization, punctuation, grammar, and word division abilities.

B. Interim Tests

Transcription Tests	To measure the amount of speed and the degree of accuracy that has been gained in shorthand ability. Use homework notes, shorthand plates in the text, and dictation of familiar and unfamiliar material
Word Division Test	To measure students' abilities to divide words correctly
Dictation with Punctuation Rules	To measure students' abilities to punctuate dictated materials correctly, emphasize a certain type of punctuation (use dictation materials found in Resources for Teachers or in the textbooks that emphasize specific rules of punctuation)
Punctuation Tests	To measure students' abilities to identify and give the rules for missing marks of punctuation
Dictation Tests with Missing Words	To measure students' abilities to insert missing words in dictation. Dictate a letter from regular dictation resources, leaving out words occasionally. Have the students transcribe and insert the missing words. (Use resources listed under Resources for Teachers BUT leave out occasional words)
Tests on Letter Styles, Carbon Handling, Folding of Letters, and Envelopes	To measure students' abilities to recall rules pertaining to typing of letters and envelopes
Spelling Tests	To measure students' abilities to spell studied words correctly. (Use words found in resources available—may be text or other source related to business correspondence)
Capitalization Test	To evaluate students' abilities to capitalize words correctly

BEST COPY AVAILABLE

VIII. EVALUATIVE INSTRUMENTS, Continued

Numbers Test	To evaluate students' abilities to type numbers in correct form
Proofreading Test	To evaluate students' abilities to find errors in typewritten copy. See material listed under Resources for Students

C. Final Evaluation

The teacher should prepare a comprehensive final evaluation that measures the attainment of all the objectives of this course. It should be noted that the objectives of the course are only minimum requirements; the teacher should expect much higher achievement by many individuals.

IX. RESOURCES FOR STUDENTS

A. Basic Books

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Gregg Speed Building, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Gregg, John R.; Leslie, Louis A.; Zoubek, Charles E.; and Mitchell, William. Gregg Speed Building, Diamond Jubilee Series, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1972.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Skokie: Stenograph, 1968.

B. Supplementary Books

Balsley, Irol Whitmore and Robinson, Jerry W. Integrated Secretarial Studies, Jubilee Edition. Cincinnati: South-Western Publishing Co., 1964.

Balsley, Irol Whitmore and Wanous, S. J. Shorthand Transcription Studies, 4th edition (Jubilee). Cincinnati: South-Western Publishing Co., 1968.

Becker, Esther R. How To Be an Efficient Executive Secretary. New York: Harper & Row, 1962.

Brendel, Leroy A. and Leffingwell, Elsie L. English Usage Drills and Exercises—Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1968.

BEST COPY AVAILABLE

IX. RESOURCES FOR STUDENTS, Continued

B. Supplementary Books, Continued

Brendel, Leroy A. and Near, Doris. Punctuation Drills and Exercises—Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1970.

Brendel, Leroy A. and Near, Doris. Spelling Drills and Exercises—Programmed for the Typewriter. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Duchan, Simon A. Basic Dictation. New York: Pitman Publishing Corporation, 1963.

Gavin, Ruth and Sabin, William A. Reference Manual for Stenographers and Typists. New York: Gregg Division of McGraw-Hill Book Co., 1961.

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Gregg Shorthand Dictionary, Diamond Jubilee Series, regular and miniature editions. New York: Gregg Division of McGraw-Hill Book Co., 1972.

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Most-Used Words and Phrases, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Haydon, Dorothy F. and Gordon, Elayne. Practical Dictation and Transcription. New York: Pitman Publishing Corporation, 1965.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual, 9th edition. Cincinnati: South-Western Publishing Co., 1968.

Humphrey, Katherine; Lambert, Allie Dale; and Newhouse, Howard. Timed Writings for Typing and Transcribing, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Lamb, Marion M. Word Studies, 6th edition. Cincinnati: South-Western Publishing Co., 1971.

Leslie, Louis A. 20,000 Words, 6th edition. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Mayo, Luch G. You Can Be an Executive Secretary. New York: MacMillan Company, 1965.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictionary/Handbook. Skokie: Stenograph, 1967.

BEST COPY AVAILABLE

IX. RESOURCES FOR STUDENTS, Continued

B. Supplementary Books, Continued

Place, Irene and Strony, Madeline S. The Road to Secretarial Success. New York: Gregg Division of McGraw-Hill Book Co., 1954.

Silverthorn, J. E. and Perry, Deverne J. Word Division Manual, 2nd edition. Cincinnati: South-Western Publishing Co., 1970.

Whitcomb, Helen and Whitcomb, John. Strictly for Secretaries, revised edition. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Zoubek, Charles E. Gregg Expert Speed Building. New York: Gregg Division of McGraw-Hill Book Co., 1968.

C. Workbooks

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Individual Study Session Forms, correlated with Touch Shorthand, Beginning Skill Development and Transcription. Book 2. Skokie: Stenograph, 1968.

Workbooks are available from Gregg Division of McGraw-Hill Book Co. for all of their books that are listed under Section A, "Basic Books."

D. Tapes and Cassettes

Dictation Tapes. Correlated with The Secretarial Specialist. Each of the 30 tapes (one per lesson) contains first the words of the lesson followed by the complete dictation from that same lesson at speeds of 60, 80, 100, and 120 words a minute. Programs for Achievement in Reading, Inc., Abbot Park Place, Providence, RI 02903.

Multi-channel tapes correlated with Gregg Dictation, Gregg Speed Building, and Gregg Transcription, Diamond Jubilee Series, 1st and 2nd editions. Channels A, B, and C are available.

Multi-channel tapes correlated with Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Channels A, B, and C are available.

Teaching tapes correlated with Gregg Dictation, Gregg Speed Building, and Gregg Transcription, Diamond Jubilee Series, 1st and 2nd editions. Available through Media Services, Dade County Public Schools.

BEST COPY AVAILABLE

IX. RESOURCES FOR STUDENTS, Continued

D. Tapes and Cassettes, Continued

Transcription Training Program to be used with cassette (also belt) transcribing machines are available from D. C. National Publishing, Inc., 3815 Bunker Hill Road, Brentwood, MD 20722. The program consists of 25 units in textbook/workbook format with letterheads and stationery supplies and all tapes on cassettes (or belts). Free catalogs are available upon request.

Wide variety of tapes and/or cassettes are available from Western Tape, Box 69, 2273 Old Middlefield Way, Mountainview, CA 94040 and Class National Publishing, Inc., 3825 Bunker Road, Brentwood, MD 20722. Catalogs are available free upon request.

E. Records

Dictation Disc Company, 240 Madison Avenue, New York, NY 10016, has a wide variety of sets and speeds. (Theory records are available for both Pitman and Gregg Shorthand Systems.)

Gregg Dictation Records, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co. Theory records and speed records (sets from 60 wam to 130 wam) are available; consult catalog for a complete list.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictation Record Set, Book 2. Skokie: Stenograph.

Teaching Aids Incorporated, P. O. Box 3527, Long Beach, CA 90803, has a variety of sets and speeds.

F. Filmstrips and Keyboard Chart

Filmstrips for Diamond Jubilee Series are available from Gregg Division of McGraw-Hill Book Co., Hightstown, NJ 08520.

Individual Shorthand Machine Keyboard Chart is available from Steonograph Machines, Inc., 7300 Niles Center Road, Skokie, IL 60076.

X. RESOURCES FOR TEACHERS

A. Books

Cleary, Joseph B. English Style Skill Builders. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Condon, Arnold; Crank, Doris H.; Graves, Helen; Harken, Mabel L.; and Jester, Don. The Selection and Use of Multiple-Channel Equipment in the Teaching of Shorthand, Monograph 121. Cincinnati: South-Western Publishing Co., 1969.

BEST COPY AVAILABLE

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Duchan, Simon A. Basic Dictation, Longhand Edition. New York: Pitman Publishing Corporation, 1963.

Fashion Vocabulary and Dictation. Textbook (26058) and teacher's manual (26034). Obtain through Howard W. Samo & Co., Inc., 4300 West 62 Street, Indianapolis, IN 46268. Office specialized dictation and transcription practice relating to correspondence, reports, and other secretarial duties in the fashion industry.

Gilson, Goodwin W. and Mellinger, Morris. Developing Shorthand Skills, Longhand Edition. New York: Pitman Publishing Corporation, 1965.

Haydon, Dorothy F. and Gordon, Elayne. Practical Dictation and Transcription, Longhand Edition. New York: Pitman Publishing Corporation, 1965.

Lamb, Marion M. Your First Year of Teaching Shorthand and Transcription, 2nd edition. Cincinnati: South-Western Publishing Co., 1961.

Leslie, Louis A. Methods of Teaching Gregg Shorthand. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Leslie, Louis A. and Zoubek, Charles E. Dictation for Transcription, Diamond Jubilee Series, 1st and 2nd editions. New York: Gregg Division of McGraw-Hill Book Co., 1965 and 1972.

Leslie, Louis A. and Zoubek, Charles E. Graded Transcribing Tests, Diamond Jubilee Series, 1st and 2nd editions. New York: Gregg

Leslie, Louis A. and Zoubek, Charles E. Transcription Dictation Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand Teacher's Manual, Book 2. Skokie: Steongraph, 1969.

Russon, Allien R. Methods of Teaching Shorthand, Monograph 119. Cincinnati: South-Western Publishing Co., 1968. (pp. 26-28)

Teachers' editions, manuals, handbooks, and keys are available for the basic books listed under "Resources for Students" in this course. Most of the publishers will send these books free upon request of teachers using the corresponding textbooks in their classrooms.

BEST COPY AVAILABLE

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Thompson, Evelina J. Pitman Secretarial Shorthand, Longhand Edition. New York: Pitman Publishing Corporation, 1968.

Visaggi, John. Shorthand Speed Development and the Dictation Disc Record. New York: Dictation Disc Company, 1967.

Young, Israel. Directed Homework in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Zoubek, Charles E. Progressive Dictation with Previews, Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

Zoubek, Charles E. Speed Dictation with Previews in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Zoubek, Charles E. Short Business Letters for Dictation and Transcription. New York: Gregg Division of McGraw-Hill Book Co., 1970.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Company. Monthly, October through May.

Business Education Forum. Washington: National Business Education Association. Monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five issues yearly. (See Volume 41, Numbers 1-10, for specific articles about methods of teaching shorthand.)

Journal of Business Education. Wilkes-Barre: Robert C. Trethaway. Monthly, October through May.

Pitman Journal. New York: Pitman Publishing Corporation. Four issues a year.

Today's Secretary, Teacher's Edition. New York: Gregg Division of McGraw-Hill Book Co. Monthly.

C. Bulletin Boards

Brief Forms and Phrases Charts in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

X. RESOURCES FOR TEACHERS, Continued

C. Bulletin Boards, Continued

Bulletin Board Ideas for Shorthand are available from Ramon P. Heimerl, School of Business, University of Northern Colorado, Greeley, CO 80631, at $1.50 each. Make checks payable to Delta Pi Epsilon and add 50¢ for postage and handling.

Dewar, Thadys J. and Hurdle, Louisianna A. Illustrated Displays for Shorthand. East Carolina University.

Gregg Shorthand Picture Posters, Brief Forms and Derivatives, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Hand Positions Chart for Shorthand Writing. W. A. Shaeffer Pen Company, Fort Madison, Iowa.

D. Film

Sound motion picture, Take a Letter From A to Z. Text-Film Division, McGraw-Hill Book Co. (15 min., 16 mm, color) On loan from Sterling Movies, U.S.A., Inc., 43 West 61 Street, New York, NY 10023.

APPENDIX

SUGGESTED TEST ITEMS

A. Punctuation Test

Directions: Type the following sentences inserting the correct marks of punctuation. Immediately following your sentences, give the reasons for your punctuation.

1. Please fill out the enclosed card and send it to us we will arrange an appointment.
2. As you know your balance was due on October 1 and it is now more than three months past due.
3. Your teacher Mrs. Lowe will be absent Monday Tuesday and Wednesday.
4. We shall of course contact you on Monday June 10.
5. May we hear from you soon Mr. Johnson.
6. These questions in my opinion require immediate answers.
7. My house which is for sale is located at the end of the block.
8. While we are shopping Mary can rest
9. Joan can go shopping alone but she must not be late for dinner.
10. The pleasant attractive woman walked in the room and everyone stood up.
11. If you cannot go to the meeting please let us know.
12. The out of date textbooks will be discarded.
13. I think frankly your prices are much too high.
14. The television set which is on sale is a good buy.
15. If it is possible, I would like some books that are up to date.
16. My shoes which are new hurt my feet.
17. I would like to see you if possible in Miami.
18. When she arrives send her to my office.
19. I will arrive July 6 but my family will not arrive until July 29.
20. The book My Quest will be shipped to you Wednesday May 22.

SUGGESTED TEST ITEMS, Continued

B. Typing Tests

1. Students will type three five-minute timed writings from straight copy with 1.5 syllabic intensity, 5.6 average word length, and 75 percent high-frequency words. The results of these timed writings will aid the teacher in determining drills to improve weaknesses.

2. Students will type four letters from unarranged copy—one in each assigned style:

   Block with open punctuation
   Modified block with mixed punctuation and without paragraph indentions
   Modified block with paragraph indentions and open punctuation
   Block with mixed punctuation

   The typing of these letter styles will aid the teacher in determining individual weaknesses. If difficulties exist in any phase of setting up the letter, specific drills should be administered to correct the weaknesses.

C. Shorthand Tests

During the first half of this course, the teacher should dictate at a minimum rate of 60 words a minute for 3 minutes using previewed material of approximately 1.4 syllabic intensity. Students should transcribe this material on a typewriter in a maximum time of 40 minutes. In the latter half of this course, dictation of material of the same difficulty and length of time should be raised to a minimum of 70 words a minute. Transcription time should be lowered to a maximum of 35 minutes.

BEST COPY AVAILABLE

D. Word Division Test and Key

Directions: Note the line under various letters of the words in the first column. Assume the warning bell rings at this point as you are typing the word at the end of a line. In the second column, type the word and show by use of a hyphen the first acceptable division point of the word after the underlined letter. If the word cannot be divided, type the complete word.

	COLUMN I	COLUMN II
1.	above	above
2.	reaction	reac-tion
3.	Mrs. Louise Jackson	Mrs. Louise-Jackson
4.	wouldn't	wouldn't
5.	dealer	dealer
6.	self-interest	self-interest
7.	mountain	moun-tain
8.	graduation	gradu-ation
9.	leased	leased
10.	September 16, 1962	September 16,- 1962
11.	telephone	tele-phone
12.	city	city
13.	agreeable	agree-able
14.	briefly	briefly
15.	fulfilling	fulfill-ing
16.	recession	reces-sion
17.	controlling	control-ling
18.	carpeting	carpet-ing
19.	reliable	reli-able
20.	service	ser-vice
21.	synonym	syno-nym
22.	semi-final	semi-final
23.	icicles	ici-cles
24.	dispensable	dispens-able
25.	evaluative	evalu-ative

BEST COPY AVAILABLE

SUGGESTED TEST ITEMS, Continued

E. Punctuation Test—Semicolon Because of Commas and No Conjunction

Directions: Insert commas and semicolons in the following sentences giving the reasons for the semicolon insertions (because of commas and no conjunction). Be sure to insert any other commas that are necessary.

1. Mr. Jones your payment is overdue and we have sent you one reminder already.

2. Mary got the promotion her best friend did not.

3. We enjoyed lunch today we had steak.

4. The meeting was brief Mr. Rainey had to leave.

5. My sister Jane will be home Monday June 2 but her roommate will not arrive until Tuesday June 3.

6. Since we left New York we have been living in Boston but we still miss the big city.

7. Judy was ready but Ken her date had not arrived yet.

8. If you can take us we would appreciate it and at some time in the future we would repay the favor.

9. Cramen Louise Cindy and Denise are at Joan's house but they will be back by 9:00.

10. When you pick us up be sure to get all the luggage or Dad will be very perturbed.

BEST COPY AVAILABLE

SUGGESTED TEST ITEMS, Continued

F. Punctuation Test—Parenthetical and Apposition

Directions: Insert commas in the following sentences giving the reason (parenthetical or apposition).

1. We shall however be able to go Wednesday July 31.
2. Her father Mr. Roberts will of course be here then.
3. On Friday May 12 I had lunch with Mr. Jerome Parsons sales manager of our company.
4. He is in fact just the man you have been looking for as a salesman.
5. We have long protested to no avail that the water cooler is broken on our floor.
6. Don't postpone taking prompt action Mr. Riley.
7. Mrs. Wells the substitute said that Miss Jackson would be back tomorrow March 22 however.
8. We cannot as you know permit this practice to continue.
9. It has been quite some time though since we received a payment from you.

G. Punctuation Test—As, If, and When Clauses

Directions: Insert commas in the following sentences given the reason (as, if, or when clause).

1. When she comes tomorrow I will be ready to leave.
2. When the food is ready we will eat.
3. As you know this account was due on January 6.
4. As we told you yesterday we cannot extend the deadline.
5. If you know the date of your vacation we can make advance reservations.
6. If the hour is too late for you please let us know.
7. We cannot come if it rains.
8. As you instructed we have enlarged the prints.
9. When our daughter left for college we advised her to study shorthand.

BEST COPY AVAILABLE

SUGGESTED TEST ITEMS, Continued

H. Punctuation Test—Introductory, Series, and Conjunction

Directions: Insert commas in the following sentences and give the reason (introductory, series, or conjunction) for each.

1. Since you were late we missed our airplane.
2. Before we leave we must pick up the laundry the present and the vitamins.
3. Mary will be late but her friend will come at the scheduled time.
4. In the first place we have not received your check.
5. We shall correct our error and my secretary will then send our check to you.
6. At your request I am sending you a price list a catalog and an order form.
7. We urge you to send for read and study this booklet.
8. Once again thank you for the wonderful job you did.
9. Books pamphlets magazines and newspapers cluttered his desk.
10. We received your check in the mail but you forgot to sign it.

I. Punctuation Test—And Omitted and Non-Restrictive

Directions: Insert commas in the following sentences giving the reason (and omitted and non-restrictive).

1. The tasty bountiful dinner pleased everyone.
2. My house which is located at the end of the block is very old.
3. Our air-conditioner which was purchased in 1970 works very well.
4. Mr. Zeinkel who is my neighbor is planning to go on a business trip.
5. The convenience store which is open 24 hours a day is busy.
6. The small compact radio plays well.
7. The old grey typing stand was sitting on the trash pile.
8. The bright warm sun was unusual during March.
9. Her long black hair shone in the light.
10. Our doctor who is quite young plans to move.

BEST COPY AVAILABLE

SUGGESTED TEST ITEMS, Continued

J. Punctuation Test—Courteous Request

Directions: Insert commas, question marks, and periods in the following sentences giving the correct reason.

1. May we receive a reply from you soon
2. What is the amount of our invoice so we can mail our check to you
3. Please let us know what action you are planning to take
4. When do you expect to be in our territory again
5. Will you please locate this information in your files
6. Won't you let us know if you have other questions regarding your purchase
7. Won't you send in your renewal today
8. Is Mr. Bradley a member of your staff
9. May we have a copy of your catalog and a dealer price list
10. Have you received requests for our product in your store

K. Punctuation Test—Hyphens

Directions: Insert hyphens in the following sentences giving the correct reason. If the sentence is correct, write the word correct after the sentence.

1. The well to do widow lived in the green house.
2. Before school was out we discarded the out of date textbooks.
3. This elegantly styled dress will be perfect for you.
4. He is very self confident for his age.
5. Twenty one used to be the required age to vote.
6. The friendly looking dog began to bark.
7. One fourth of the class was absent today.
8. Mr. Johnson is well known in political circles.
9. The well prepared food was a delight to eat.
10. It will be mid December before I can see you.

BEST COPY AVAILABLE

SUGGESTED TEST ITEMS, Continued

L. General Punctuation Test

Directions: Insert commas, semicolons, hyphens in the following sentences, giving the correct reason.

Note: Since this test covers all punctuation for all reasons, be careful.

1. However I will not arrive until Sunday January 10.
2. As we are running late we can stop for only a few short minutes but we hope to see you next week again.
3. May passed her final exam her sister did not.
4. Before we can leave I must straighten the living room.
5. Elaine's bicycle which is blue rides beautifully.
6. When Jack arrives tell him to wait until I return.
7. Since Mrs. Rothrock is ill I will have to bring the plates the silver and the napkins.
8. Will you Mr. Lowe send us your answer in the enclosed self addressed stamped envelope.
9. If you are finished with the book please return it to the library closest to you Richter Memorial.
10. The old fashioned recipe was delicious and the whole family enjoyed it.
11. Mrs. Greene my neighbor has a beautiful silver colored poodle.
12. Mrs. Ramsey who is my best friend is going to Europe and when she returns she plans to show movies of the trip's highlights.
13. I flew home on the new exciting 747 and enjoyed every minute of it.
14. Will you please see that the booklet Florida Industry is returned to me.
15. The days were long and hot but somehow Mrs. Mansel remained calm cool and collected.
16. When I receive your letter and check the order will be shipped immediately.
17. I am therefore interested in purchasing pictures mirrors frames and other decorative accessories.

BEST COPY AVAILABLE

L. General Punctuation Test, Continued

18. The erasers were shipped Monday February 10 and the paper was shipped Wednesday February 12.

19. Your check has not been received please remit at once.

20. The road was under construction therefore we lost time.

21. I saw your advertisement in my newspaper the Post and would like to purchase one of your saws.

22. Financially speaking the business was a success.

23. Prior to America's entry into the space program the schools did not emphasize science.

24. We hope Mr. Dowd to secure your business and to start a mutually profitable business relationship.

25. The only dates Dr. Richman our dentist has available are Tuesday September 3 or Friday September 6.

M. Capitalization Test

Directions: Indicate words that need to be capitalized by placing three lines under the letter or letters.
Example: june 12, 1972

Indicate words that should be lower case by writing "lc" above the letter and striking through the letter.
Example: The Book, "Breath Of Spring " is here.

1. miami is located East of the everglades.

2. when we arrived, judy, our neighbor, greeted us.

3. what is your Policy Number?

4. The Lake is very calm in the Summer.

5. mary brown buys tastebest Cookies.

6. Mr. rice instructed us to read chapter 11 tonight.

7. The personnel department is located on the North side of the building.

8. My Sister, Mary, plans to take Typing next year.

9. Did you buy the Scotch tape today?

10. The democratic party plans to hold its convention in miami beach next Summer.

BEST COPY AVAILABLE

N. Numbers Test

Directions: In the following sentences, cross out written numbers that should be written as figures and make the correction over the incorrect number. Corss out figures that should be written out and make the correction over the incorrect figure. Make any other needed correction.

1. 194 people plan to attend.
2. Joe's height is five feet, eleven inches.
3. I bought the dress for twenty-four dollars.
4. The prices were reasonable—$1.00, $2.00, and $3.00.
5. Joan's address is: Three West 23rd Avenue.
6. In honor of our 50th anniversary the office will close at 2 o'clock.
7. Current interest rates are now 5 1/4 percent, 5½ percent, and and three-quarter percent depending on the amount deposited.
8. Louise, who is 20, plans to take a 90-day trip to Europe.
9. Karen invited approximately 100 people to her party.
10. The new road through town will cost fifteen million dollars.

Numbers Test Key

1. One hundred ninty-four people plan to attend.
2. Joe's height is 5 feet, 11 inches.
3. I bought the dress for $24.
4. The prices were reasonable—$1, $2, and $3.
5. Joan's address is: 3 West 23 Avenue.
6. In honor of our fiftieth anniversary, the office will close at two o'clock.
7. Current interest rates are now 5 1/4 percent, 5 1/2 percent, and 5 3/4 percent depending on the amount deposited.
8. Louise, who is twenty, plans to take a ninty-day trip to Europe.
9. Karen invited approximately one hundred people to her party.
10. The new road through town will cost 15 million dollars.